DOCUMENT RESUME

ED 152 996 CE 015 231

TITLE	Career Exploration and Skills Development: The Community Training Site Method.
INSTITUTION	Somersworth School District, N.H.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 78
NOTE	71p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Administrator Guides; *Career Exploration; Guidelines; Job Skills; *Program Development; School Community Cooperation; *School Community Programs; Senior High Schools; Skill Development; *Work Experience Programs
IDENTIFIERS	New Hampshire (Somersworth); Project Bridges

ABSTRACT

This manual is designed to help in the development of community training programs modeled after Project Bridges of the Somersworth, New Hampshire, school system. An introduction briefly describes the program in which high school students spend ten hours per week at community training sites where they work directly with a training site supervisor who serves as instructor in charge of skills development and career exploration. Following an outline of the various steps required to plan and implement a community training site program, each step is described briefly with explanations and suggestions. The steps are as follows: (1) assess need for the program, (2) obtain support, (3) conduct labor needs analysis, (4) identify community training sites, (5) arrange training for site supervisors, (6) recruit students, (7) orient students, (8) orient parents, (9) implement program, (10) publicize program, and (11) evaluate and modify program. Also included are samples of such program materials as administrative forms, evaluation questionnaires, checklists of guidelines, and a time table for scheduling program tasks. (BB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152996

Career Exploration and Skills Development:

the Community Training Site Method

A useful and practical guide for educators interested in developing community training site programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OE 05231

Table of Contents

Table of Contents

[illegible]

Project Bridges

Susan E. Klafter, Director
Michael A. Cummings
Guidance Coordinator
Mark Dignan, Community
Placement Coordinator
Somersworth High School
Memorial Drive
Somersworth, N.H. 03878
(603) 692-2317

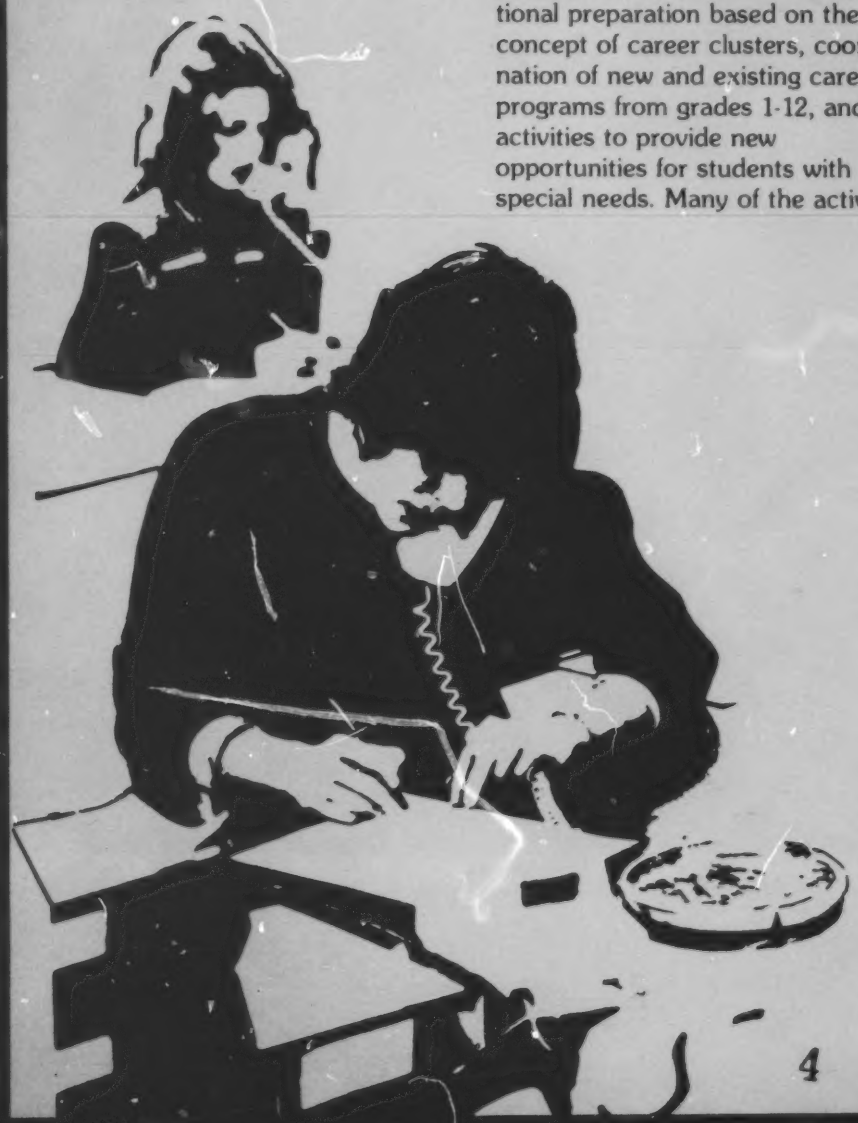
Introduction

Using the community as an educational resource is one way for schools to expand learning opportunities for their students. Although the community can provide valuable learning experiences in any number of areas, the benefits of community-based education are especially relevant to career education and vocational programs.

Project Bridges is a three-year, federally funded program operating in the Somersworth, New Hampshire, school system. The project is aimed at the expansion of career education and vocational preparation for the students of Somersworth. The various program components include comprehensive guidance activities related to career planning, expanded opportunities for occupational preparation based on the concept of career clusters, coordination of new and existing career programs from grades 1-12, and activities to provide new opportunities for students with special needs. Many of the activities involved in implementing these various components are designed to meet the specific requirements of the local situation. Some activities, however, have more general relevance. Among these, the development and operation of community training sites could be a specially valuable supplement to in-school programs for many other school districts. Experiences in planning and conducting this part of the program should be helpful to others who wish to try out similar ventures.

During the past two years, the community training site segment of Project Bridges has proven successful in several different ways. Not all learning takes place best in a group-paced, teacher-centered classroom setting; placing students in real-life work situations is one valid alternative to more traditional teaching strategies. Many students with poor school records respond well to this type of learning experience; their success in the community training site program is significant in itself and, in addition, can have broader significance by increasing student self-confidence.

At the same time, a program of this type gives substance to the concept of career exploration. Although knowledge of the working world can be acquired in many different ways, the chance to explore an occupation by actually working in it offers more advantages than any other method. Coupled with a systematic in-school guidance program, community training site experience can give student participants a sound basis for career planning.

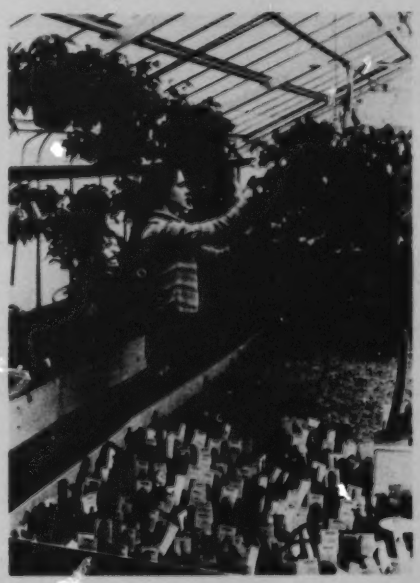


Finally, a community training site program enables any school to expand its range of vocational training programs. Not even the most generously funded school can afford vocational laboratories or skilled specialists for all career fields. Furthermore, some occupational programs will never have a large enough student enrollment to be justifiable financially; the students who desire training in these fields are shortchanged, forced into accommodating themselves to the school's needs and priorities. By using the local community as a potential learning laboratory, however, school programs can become far more flexible. Equipment, tools, skilled personnel, work environment—all these valuable resources are available in the community, in many more occupational fields than any school could offer. In addition, programs in which the school system and local employers work together will increase the ties between training and actual jobs.

The community training site segment of Project Bridges has been in operation for four semesters; about 35 students, both girls and boys, are placed in community training sites each semester. Student trainees average about ten hours per week on site; most students spend two hours each day at the site, but scheduling is flexible. Each student works directly with a training site supervisor who serves as instructor in charge of skills development and career exploration.

Before the actual site training begins, student participants attend a two-week orientation class which stresses general employability skills and includes research activities related to the occupational field represented by the training site. Training workshops are conducted for the site supervisors to provide them with the basic instructional techniques needed for effective vocational teaching and to help them develop self-confidence as teachers.

The training sites themselves are selected on the basis of several criteria—expressed student interest, future employment outlook as indicated in a labor needs analysis and geographical location. All the training sites offer types of training not currently available through the Somersworth vocational curriculum. The sites represent a mix of public and private employers and cover a broad range of skilled occupations. The current list of training sites include such jobs as police cadet, travel counselor, water treatment plant operator, TV-radio technician, aircraft corrosion control specialist, computer operator, veterinary technician, aircraft maintenance specialist, dental technician and real estate agent.



Because the community training segment of the project has worked successfully for Somersworth students, we wish to encourage others to develop similar programs adapted to their own needs. This manual is designed to make that process as simple as possible, from initial planning through implementation and evaluation. The various steps required to plan and implement a community training site program are listed first. The main portion of the book discusses each of the steps briefly, with explanations and suggestions based on our experience. Where appropriate, we have included sample pages from our files to illustrate the discussion. Sample pages have colored borders. Finally, a short section on "Timing Sequence" outlines a suggested timetable for scheduling program tasks.

We hope that others will find this format useful and our suggestions helpful. The development of community-based programs need not be a formidable undertaking if reasonably planned. The benefits of such a program have been more than worth the effort here in Somersworth; we wish others the same success.

Following is an outline of the steps we followed which are developed in detail in the remainder of this guide.

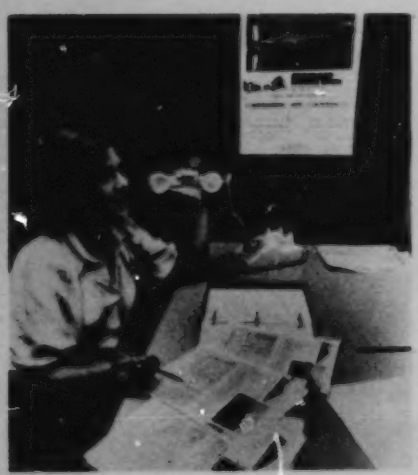
If you have questions or need further information, please contact us.

Assess Need for Program

1. Examine current programs which place students in community training sites.
2. Work with guidance personnel to determine which students could benefit from community training program.
3. Survey students to assess interest in program.
4. Obtain legal guidelines on student employment.
5. Develop program goals and objectives.
6. Determine budget.

Obtain Support for Program

1. Solicit support of principal, vocational director, superintendent, etc.
2. Discuss proposed program with personnel responsible for other programs which place students in the community.
3. Discuss proposed program with appropriate guidance and administrative personnel to explore possible procedures for recruitment, scheduling, academic credit, release time, etc.
4. Prepare presentation for school board to obtain approval for program.
5. Complete necessary administrative changes.



Conduct Labor Needs Analysis

1. Gather information on economic development, growth patterns and labor force.
2. Extract data relevant to local area.
3. Write report.

Identify Community Training Sites

1. Prepare descriptive brochure on program.
2. Establish training site guidelines.
3. Meet with local business groups to explain program and solicit support.
4. Contact potential participants.
5. Meet with potential participants.
6. Obtain commitment.
7. Send letter of confirmation.
8. Develop task outlines.
9. Develop training descriptions.

Arrange Training for Site Supervisors

1. Coordinate plans for training workshop.
2. Conduct workshop.
3. Compile workshop information and distribute to site supervisors.

Recruit students

1. Disseminate program information throughout school.
2. Identify potential candidates for program.
3. Screen candidates to make final selection of students.

Orient Students to Program

1. Review program requirements with students.
2. Solve logistics problems with each student.
3. Brief each student on specifics of training site environment.
4. Assign orientation activities.

Orient Parents to Program

1. Inform parents about program and obtain parental consent.
2. Invite parent participation in program.

Implement Program

1. Schedule periodic site visits.
2. Conduct on-going guidance activities.
3. Conduct mid-term evaluation.

Publicize Program

1. Prepare articles for school publications.
2. Arrange for coverage in industry publications.
3. Coordinate news releases to local newspapers, television, radio.

Evaluate and Modify Program

1. Obtain input from site supervisors.
2. Obtain input from students.
3. Assess data and report results.
4. Modify program.
5. Conduct follow-up guidance activities.

Timing Sequence

Assess Need for Program

Examine Current Programs which Place Students in Community Training Sites: The first step in needs assessment consists of a careful examination of any current school programs which utilize community training sites. Many high schools offer work-study, cooperative education or some type of school-industry contracting system. If such programs exist, find out the purpose of the programs and the number and types of students participating. For example, a cooperative education program may be geared to advanced vocational students, offering them an opportunity to improve their skills and practice them in a realistic environment. Obtaining this type of information about current school programs will facilitate sound program planning and minimize duplication of effort.

If the school already offers some sort of program which sends students out into the community during the school day, some aspects of the new program will be easier to implement. Whatever the purpose of the existing program, it can serve as a useful precedent in obtaining release time, special scheduling, academic credit for out-of-school activities and other changes in rules and routines.

Work with Guidance Personnel to Determine which Students could Benefit from Community Training Program: Once you know the scope and purpose of programs which currently utilize community training sites, you can begin to determine if there is a further need for community site programs. By working closely with guidance personnel during this phase, you can take advantage of their special perspective on student problems and needs.

The situation at Somersworth was typical of many schools. Students enrolled in the vocational program and students preparing for college were given priority; non-vocational, non-college students suffered as a consequence. A program utilizing community training sites was designed to offer this group of students new opportunities for career exploration and skills development.

Other schools may have different needs that could be met by this type of program. For example, some schools have developed community-based programs specifically for potential drop-outs. Whatever emphasis a program may have, it should be based on the particular needs of your own students.

Survey Students to Assess Interest in Program: Determining student interest need not involve a complicated test instru-

ment. A short questionnaire which requires only a few minutes of a student's time will be adequate. The questionnaire can be used to assess general student interest in the program and, if students are asked for their suggestions, can help indicate the kinds of training sites that students prefer. Following this section is one questionnaire used in Somersworth.

Obtain Legal Guidelines on Student Employment: To ensure that your program will comply with all legal requirements, determine the current federal and state policies on subminimum and no-wage student placement. State guidelines vary in complexity and may change from year to year. Other areas for investigation are worker's compensation and insurance requirements for students away from school. If you are aware of all the legal requirements before planning the details of your program, the program can be shaped to fit current guidelines.

The following samples contain the New Hampshire guidelines applicable in May, 1976, and the youth employment certificate required by New Hampshire law. These guidelines currently are being reviewed and each case is being examined individually until the new guidelines are established.

Develop Program Goals and Objectives: At this point it should be possible to clarify the basic ideas you have developed about the program. The general purposes of the program can be stated as program goals. Once agreement is reached on the overall goals of the program, move on to more concrete objectives, and then break down the objectives into specific sub-objectives and so on. It can be helpful to include a rationale statement and a description of evaluation methods for each major objective. By the time this process is complete, the basic shape of the program will be clear.

In the sample which follows, there are no statements of goals. Because there are several other components in Project Bridges, the community training site program is treated as a single objective.

Determine Budget: The Somersworth project utilized federal Vocational Education Part D funds (PL 90-576) to meet its expenses. Other programs, depending on their specific purposes and the types of students involved, may be able to tap other sources of federal funding or find appropriate state or local monies. Our experience suggests that a basic program utilizing community training sites need not be expensive. Minimal requirements include provision for a program staff (a program director and clerical support) and for student transportation. Hiring qualified people to write task outlines can be helpful, but it is not a necessity. Other program components require little, if any, expenditure. The Somersworth program made arrangements to pay for any special equipment or clothing that students might need on the job and for any production time lost because of the program. Although we anticipated substantial costs in these areas, actual expenditures were minimal. These and other program policies (e.g., paying training site supervisors for attending training and follow-up workshops) were, in part, an attempt to make program participation attractive to local employers. While this money was well-spent in terms of compensating individuals fairly for their time and effort, these policies had no impact on employers' decisions to participate in our program. We found that the community response to our program was almost invariably positive, and this cooperation was not contingent on any monetary considerations. For example, we offered each training site supervisor a certificate of recognition and a small stipend to indicate our appreciation for their efforts. Many supervisors showed some embarrassment about accepting the stipend; the certificates of recognition seemed a more meaningful way to express our thanks.

In general then, budget requirements for a community training site program are flexible. If money is available to reimburse community participants for their time and effort, include those expenses in your budget. However, program success is not contingent on such factors; a sound program can be conducted at minimal cost.

STUDENT QUESTIONNAIRE

ATTENTION: Juniors and Seniors

1. Do you definitely plan to go on to further education?

   yes _____ no _____

2. If not, do you feel that your high school education has prepared you to get and keep a job you would like to have after you finish school?

   yes _____ no _____

   don't know _____

3. If you are not going on to further education and if you are not prepared for a job, for what type of job or jobs do you wish you could receive training while still in high school?

   This training might take place in school or out "on-the-job" but you would still receive school credit.

   Some suggestions are:

   Locksmith, sewerage treatment plant operator, bank teller, chambermaid, waiter/waitress, boat repair worker, grounds keeper, parks worker, computer operator, drafter, fire fighter, conservationist, etc.. etc., etc....

   I would like to receive training as _____

   _____

   Name: _____

   _____ Junior _____ Senior

STATE OF NEW HAMPSHIRE
DEPARTMENT OF LABOR
CONCORD, NEW HAMPSHIRE 03301

Guidelines for High School Students Sub-Minimum Wage

I. Nature of Guidelines: These guidelines are to facilitate the administration and enforcement of RSA 279:22-aa with respect to sub-minimum wage or no wage for high school students.

II. Approval Application: Application for approval of a student program of sub-minimum or no wage shall be filed by a participating employer or proper school authority with the Labor Commissioner, in writing stating the student's name, facts and pertinent data, no standard form being prescribed, with authorization required prior to payment of sub-minimum or no wage by a participating employer. Such application shall set forth adequate justification for payment of sub-minimum or no wage as provided by the following guidelines:

III. Guidelines: These guidelines have been established by the Labor Commissioner to determine an employer-employee relationship exists between participating parties for work produced by high school students in respect to existing labor laws.

(a). Whether or not, under the circumstances recited in the application the students under consideration do not more appropriately fall within the scope of RSA 279:21 V, which states, "Employees eighteen years of age or under shall not be paid less than seventy-five percent of applicable minimum wage."

(b). Whether or not the participating employer does not represent without good and sufficient reason, the exception to the same class of employers who pay rate of wages consistent with RSA 279:21 IV or V.

(c). Whether or not the student program is distinctly of benefit to the student and that in its absence the student would be clearly deprived of an educational benefit.

(d). Whether or not the student program intends to take unfair advantage of competitors by minimizing payroll expense, thereby taking unfair and unlawful advantage of students.

(e). Whether or not the student program functions during school hours or if it is extended after school hours and weekends. If, however, the student works during non-school hours the applicable minimum wage must be paid.

(f). Whether or not the student is providing a meaningful service to the employer.

(g). Whether or not written authorization from parents or guardians has been obtained and placed on file by the school before students participate in the program.

(h). Whether or not the training program is considered an extension of the classroom, an educational learning experience, and is an integral part of the educational program.

IV. Insurance Coverage: Workmen's compensation shall be provided in all cases. Where no wage rate has been set and the student has been injured, he/she would be allowed medical benefits

only. Whan a student is placed in a business where there are no employees and no workmen's compensation coverage, the student would have to be covered by the workmen's compensation school policy, or a separate policy written for such programs.

V. Youth Employment Certificate: In order to satisfy the New Hampshire Youth Employment Law, a certificate is required for any student under the age of eighteen. Proof of age for an individual eighteen years of age must be kept on file. This permit can be obtained from the local superintendent of schools, and shall be retained at the training or work site.

VI. Record Keeping: Participating employers and schools which have been authorized to pay sub-minimum wages shall keep records in accordance with Administrative Regulation No .IV-B-100:5, C, V, which reads:

(1). The employer shall record payroll information so that time slips or cards, initialed or preferably signed by the employee, will support individual payroll sheets, and that payroll sheets in turn, will support cancelled checks or cash receipts, except that cards whose entries are registered by time clock need not be signed or initialed when all entries have been so registered.

(2). Make such records as will show the exact basis of remunerating an employee, if other than on an hourly or straight salary basis, and

(3). Make such records as will establish other than an employer-employee relationship.

VII. Terms and Conditions of Approval:

(a). Approval granted by the Commissioner of Labor under the statute and these guidelines shall specify applicable terms and conditions.

(b). Such approval shall be revoked after an alleged violation of the foregoing provision or of the provisions of these guidelines is substantiated.

VIII. Wage Adjustment: Failure to pay wages to students as established by the Commissioner shall, upon discovery, result in an adjustment under RSA 279:22-b.

IX. Application of the Payment of Wage Law: The provisions of RSA 275:43, 44, & 45 regarding payment of wages shall govern when applicable.

X. The guidelines promulgated by the New Hampshire Labor Department do not negate, exempt, or set-aside any requirements by the U.S. Department of Labor, or other state agencies.

May 17, 1976
Date

Commissioner of Labor

THE STATE OF NEW HAMPSHIRE
DEPARTMENT OF LABOR
INSPECTION DIVISION
CONCORD, NEW HAMPSHIRE 03301

YOUTH EMPLOYMENT CERTIFICATE

Employer Name _____

Address _____

Name of Youth _____ Age _____ Birth Date _____

PROHIBITIONS (RSA: 276-A:4)

I. No youth shall be employed or permitted to work in any hazardous occupation, except in any apprenticeship, vocational rehabilitation, or training program approved by the commissioner.

II. No youth shall be employed or permitted to work without a certificate except for his parents, grandparents, or guardian or at work defined in this chapter as casual.

III. No youth under 16 years of age shall be employed or permitted to work in manufacturing, construction, and mining and quarrying occupation or in woods and logging.

IV. No youth under sixteen years of age shall be employed or permitted to work earlier than seven o'clock a.m. or later than nine o'clock p.m., more than three hours per day on school days and twenty-three hours per week during school weeks, except that on non-school days he may be employed eight hours per day, and during vacations, forty-eight hours per week. Upon application by an employer who employs a youth under sixteen years of age in agricultural work, the commissioner of labor may order that the restriction upon hours of work imposed by this paragraph be suspended.

FILING (RSA: 276-A:5)

V. No youth under 12 years of age may be employed or permitted to work except for his parents, grandparents, or guardian, or at work defined in this chapter as casual, or in the door-to-door delivery of newspapers.

PENALTIES (RSA: 276-A:7)

Whoever employs a youth or permits him to work in violation of the provisions, of this chapter, or any parent, grandparent, or guardian allowing his child or ward to be so employed or to work, shall be fined not more than $500, or imprisoned not more than 30 days, or both.

_____
Issuing Officer

_____
Date

Project Bridges
Student Objective, Occupational Preparation within the Community

Objective: Recognizing that there are many occupations within the community as well as vocational environments that cannot be reproduced within the school, the project will insure that no less than forty (40) public and private training stations and instructors are contracted within two years.

Rationale: It is impossible for every school to provide vocational laboratories and skilled specialists in all occupational areas because of small numbers of potential enrollees and the related high operational costs. Cost effectiveness will increase by allowing local industry to do the vocational training where student enrollments will be small and facility costs would be extensive. Having the school system and local industry team together to provide a full range of occupational training will also increase the ties between training and actual jobs.

How to Implement Change:

1. Workshops with school staff will be held to explain and gain support for community training sites and instructors.
2. The project staff will conduct an opportunity assessment of no less than forty (40) occupations and specialists that could become training stations for one to three students.
3. A series of workshops will be held to acquaint selected local occupational specialists with the goals and objectives of the project and to provide these specialists with the basic instructional techniques needed to become effective vocational teachers.
4. The school guidance personnel will assist in the selection of students for the in-community program.

Evaluation:

1. The project administrators will periodically visit each local training site to insure that the proposed training is in fact taking place.
2. A third party evaluator will interview students, school personnel and local instructors to determine if training objectives are being met.

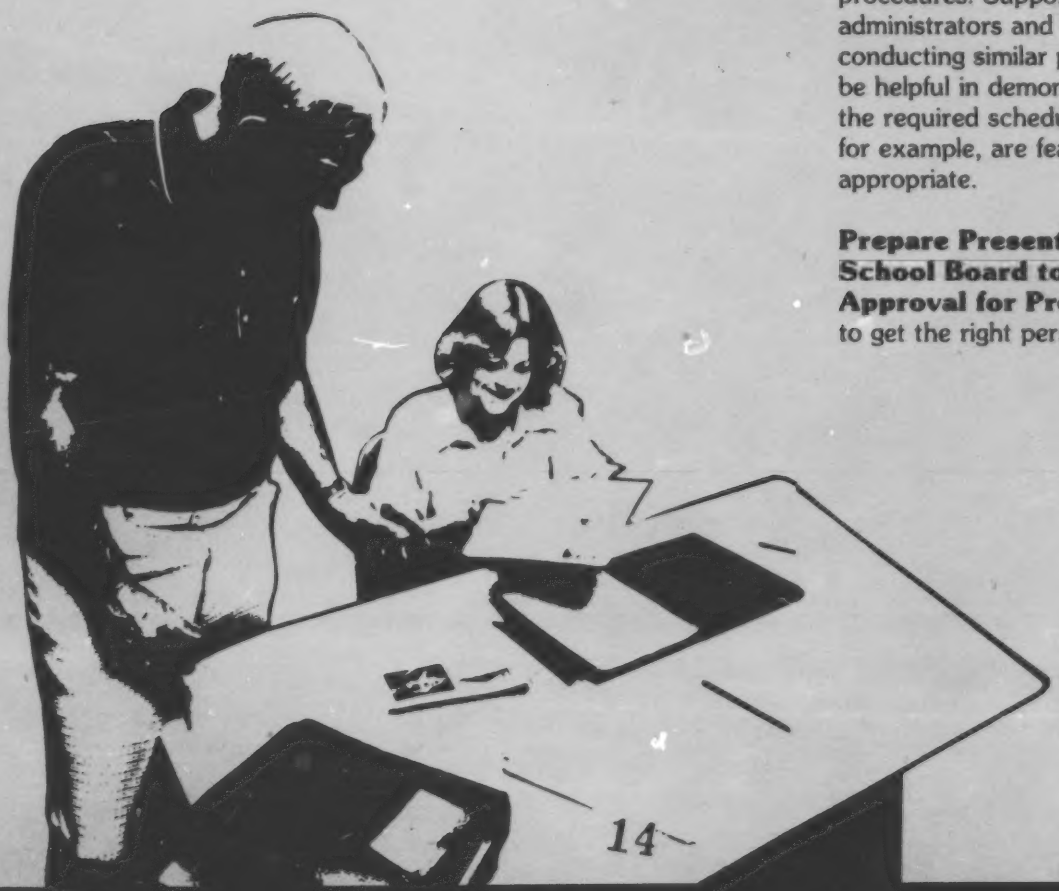
Obtain Support for Program

Solicit Support of Principal, Vocational Director, Superintendent, etc.: Preliminary groundwork in building support for the program is crucial for eventual success. Support from key individuals will be necessary not only in obtaining official approval to conduct the program but also in more long-term ways. The active and continuing support of Somersworth administrators has been one of the most significant factors in the program's success. If you can identify whose support is needed most in your particular setting, determine how to approach these people most effectively and succeed in obtaining their cooperation during this early phase, you will have eliminated countless problems.

Discuss Proposed Program with Personnel Responsible for Other Programs which Place Students in the Community: To eliminate a potential problem, it is advisable to delineate clearly the differences between your program and similar school programs. Most people involved in placing students in the community will have positive attitudes about community site programs as well as useful expertise. If you can demonstrate that the proposed program is not competing with or threatening current programs, these people can provide valuable support. Suggested personnel to contact are Co-op coordinators, work-study coordinators, guidance personnel, career education specialists and community resource coordinators.

Discuss Proposed Program with Appropriate Guidance and Administrative Personnel to Explore Possible Procedures for Recruitment, Scheduling, Academic Credit, Release Time, Etc.: Although there is no need to reach agreement on specific details at this time, it is important to examine all possible options with those people who are directly responsible for these procedures. Support from key administrators and from those conducting similar programs will be helpful in demonstrating that the required scheduling changes, for example, are feasible and appropriate.

Prepare Presentation for School Board to Obtain Approval for Program: Try to get the right person to present



your proposal. In some situations, there may be only one or two people who have any chance of success. If you know your school system well enough, it should not be difficult to find out who the key people are.

In preparing your presentation, try to anticipate the types of questions that might be asked. Costs, administrative support, release time, scheduling, transportation—any of these areas may be questioned closely. If you know your school board's priorities and problems, you should be able to identify other areas of probable concern.

Complete Necessary Administrative Changes: Once the program has been approved, a variety of procedural changes should begin. Although you have already discussed such questions as recruitment, scheduling, academic credit, release time, etc., with the appropriate personnel, further discussion probably will be needed in order to turn tentative policy changes into official decisions.

Conduct Labor Needs Analysis

Gather Information on Economic Development, Growth Patterns and Labor Force; Extract Data Relevant to Local Area; Write Report: Knowledge of the present and future employment outlook is a prerequisite for planning any vocational or career education program. For community training site programs, an up-to-date labor needs report can help program planners identify jobs and industries with good employment prospects for student trainees.

One of the advantages of a community training site program is its capacity to offer training in almost any field to a single student. This individualized approach makes it possible to view labor needs data from a different perspective—i.e., how does the information gathered about future employment trends affect the prospects of student X. It is quite possible to train and place one student even though conducting an in-school program in the same field for fifteen students would flood the local market.

A labor needs analysis may consist of a comprehensive examination of local industry and business patterns or it may be a short summary of employment figures and projections published by various government agencies. If you need information on how to conduct a labor needs study, we can supply you with a short handbook, *Conducting a Labor Needs Analysis—A Guide for Educators.*

Identify Community Training Sites

Prepare Descriptive Brochure on Program: A brochure or pamphlet about your program can be helpful in explaining your aims to employers and in gaining their support. If the brochure is to serve these purposes, it should be brief and simple; long, technical paragraphs probably won't be read at all. In addition, keep the target audience in mind as you prepare your brochure. Areas such as scheduling or release time may be important to the program, but a brochure for local employers is not an appropriate place to discuss them. Describe the program briefly and explain how such a program will benefit the employers and the community as well as the students.

Establish Training Site Guidelines: These guidelines are policy statements which define the program. Training site supervisors need to know exactly what the school expects of them should they decide to participate in the program; they also need to know what is not expected of them. In writing the guidelines, make use of your knowledge of employer concerns and, wherever possible, speak directly to those concerns. For example, if local trainers are worried that they might be required to hire their apprentice students after graduation, state in your guidelines that there is no commitment to hire after the program ends. The guidelines should be considered tentative until you have discussed them with local business groups. Their suggestions on modifying the guidelines will be useful in writing the final draft.

In addition to clarifying concerns, the guidelines should describe all program activities which require the participation of the employer or training site supervisor. Attendance at training and follow-up workshops, assistance with task analysis and any other requirements should be spelled out clearly in the guidelines.

If the goals of your program include the development of student skills, say so in the guidelines. A training site supervisor should know from the very beginning if the student assigned to the site is expected to learn entry level skills.

Meet with Local Business Groups to Explain Program and Solicit Support: At this point in your program, you need support from local employers in several ways. Establishing a general climate of business and community support, developing a network of employer contacts, obtaining employer input on training site guidelines—all of these tasks are important. Meet-

ing with a variety of local business and civic groups is a good way to start. Appropriate groups vary according to community size and region of the country, but a typical list might include Rotary, Lions, Business and Professional Women, Jaycee's, Kiwanis, Chamber of Commerce, etc.

When meeting with a group, explain what is currently happening in the school, describe the new program, explain the potential benefits for the community, describe the types of community training sites needed, etc. In addition, ask questions that will give you a clear picture of employer concerns about the program. Employers may be apprehensive about the length of time a student would be at the site, about pressure to hire the student after the program ends, about the loss of production time, or any number of other questions. If you can determine, in specific terms, what assistance employers are willing to offer and what assistance they are not willing to offer, you can plan your program and make policy decisions accordingly.

Contact Potential Participants: By this time you should have enough information to begin recruiting. The data from the labor needs analysis and the student survey which asked for student suggestions should indicate the types of sites you will be seeking. Use any leads or contacts developed in meetings with business and civic clubs to identify specific employers in those areas. If no other resources are available, try the Yellow Pages. Training sites near the school should be given priority.

In dealing with a private company, it is fairly easy to identify someone with the authority to approve the company's participation in the program. If you are dealing with a public agency, it may be more difficult to find out whose approval is necessary. In Somersworth, a small town, getting early support from the mayor seemed the logical step. You may be able to identify an appropriate government official or political leader whose support would be helpful for your program. In our experience, however, we found that almost everyone we contacted was cooperative and interested in helping, in public agencies and private businesses alike. People who want to participate in the program will know whose approval is needed and in most cases they will be successful in obtaining it.

Once you have some names and lists, begin making phone calls. The purpose of this initial phone contact is to arrange a time when you can meet with each potential participant and discuss the program. It may be helpful to send each person a copy of your program brochure before the meeting.

Meet with Potential Participants: During the visit, explain the purpose of the program and describe how it will operate. Bring a copy of the program guidelines to use as a basis for discussion. You may be able to obtain a tentative commitment during this meeting, but most people need an opportunity to discuss the proposal with coworkers or obtain permission from superiors or they may require time to think it over.

In some cases the person with whom you discuss the program may be the potential training site supervisor; in other cases, the training site supervisor may be a third person. If so, arrange to meet with the training site supervisor to explain the program and answer questions.

Obtain Commitment: Agreement to participate need not be formalized at this point. A verbal yes or no, by phone if possible, is sufficient. Explain the plans for developing task outlines so that the participant will be prepared to meet with the task outline writer.

A final list of participating training sites will reflect local needs and realities. The following list of training sites used in Project Bridges illustrates the many different types of training that can be arranged, even in a fairly small community.

Send Letter of Confirmation: As commitment is obtained for the community training sites, make arrangements for the training workshop, and send letters of confirmation to all the participants. Thank them for their cooperation, explain the workshop arrangements and inform them of whatever plans you have made for writing the task outlines.

Develop Task Outlines: The task outlines will be used for two major purposes. First, a written description of all the tasks performed by a particular jobholder is a valuable resource for students; it allows them to see what people in that occupation actually do in their jobs and the types of skills that are required. Second, the task outlines will be used to develop each student's training program.

The ideal task outline writer would be someone with a varied work background and, if the job is a technical one, someone with a good knowledge of the technical vocabulary. In the real world, budget or other constraints may limit your choice of writers. In any case, make sure you discuss task analysis and the desired format thoroughly with each writer before beginning the fieldwork.

The writer should set up the meeting with the training site supervisor. If the writer takes along one or two task outlines as samples, the work will go much faster. Once the writer has completed a rough draft of the task outline, it should be submitted to the site supervisor for validation. The final draft should be submitted to the program director.

Many site supervisors have found the task outlines helpful to them in their own jobs. Arrange to make copies for them as well as for the students. Following is a sample task outline for one of the Somersworth sites.

Develop Training Descriptions: Some sort of agreement about what a student is going to learn is essential to the program. Site supervisors and students both need to know what skills the student should develop at the training site. In addition, the school coordinator needs some basis for evaluating the program's effectiveness; a clear statement of what students are expected to learn is necessary for determining whether students did, in fact, learn those things during the program. Without this type of data, it will be difficult to make needed improvements as the program continues. Finally, a clear statement of all the tasks and skills which students will practice ensures meaningful career exploration activities. If students can experience a variety of real-life job tasks, they can learn much more than specific skills.

The Somersworth program has found skill experience charts a useful format for defining student training programs. These charts can be developed as part of the training workshop or in meetings with individual supervisors. Using the task outline as a framework for discussion, work with the training site supervisor to assess which tasks a student might be expected to learn by the end of the program. List these skills on some kind of chart with space for the supervisor to indicate that the student has had experience in that specific skill or task. In the first year of the Somersworth program, we asked site supervisors to indicate what skills students had mastered. We found a wide variation among individuals in their conceptions of what constitutes skill mastery. The skill experience format is more acceptable to the site supervisors and leaves less room for varying interpretations.

Because a program of this type involves more than skills training, it is important to include some way of keeping track of other kinds of student progress. General career-related skills such as ability to follow instructions, attendance and punctuality, ability to work with others, etc., are even more important than specific job skills. If these skills are listed as part of the training description for each student, they will receive the proper emphasis.

"SPANNING THE GAP
BETWEEN
EDUCATION AND
EARNING A LIVING"

VOCATIONAL PROGRAM EXPANSION
SOMERSWORTH HIGH SCHOOL
SOMERSWORTH, NH

Project Bridges provides impetus for extensive cooperation between students, parents, teachers, counselors and the business/industry community.

Expansion of vocational training opportunities for students will take place both in the school setting and out in the community through the establishment of a series of training sites in local businesses and industries.

The program will also provide for continuation of Career Education activities in the Elementary and Middle Schools thus enabling students to become more aware of the options available to them as they prepare to make tentative vocational decisions.

Cooperation between public education and the local business/industry community is essential. This cooperative effort will provide youth with the skills and attitudes needed to succeed in [illegible]

BENEFITS FOR THE LOCAL BUSINESS/INDUSTRY COMMUNITY

- Provide a pool of potential full-time employees who are already trained to meet company requirements and therefore are more productive.
- Reduce turn-over of beginning employees and decrease training costs.
- Employers obtain competent employees and at the same time assist in the vocational guidance of young people by helping them to become productive members of the community.

For more information contact:
Susan E. Klaiber, Director
Michael A. Cummings,
Guidance Coordinator
Project Bridges
Somersworth High School
Memorial Drive
Somersworth, NH 03878
(603) 692-2431

The project or activities reported herein were supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PROJECT BRIDGES

The primary purpose of Project Bridges is to span the gap between school and earning a living for the youth of Somersworth.

Vocational expansion will take place in these occupational areas . . .

Agri Business and Natural Resources occupations are concerned with furnishing all the basic raw materials people use for food, materials for homes, and energy to move machinery. The jobs in this cluster involve production, conservation, regulating, and insuring that consumers receive the best product available for use in home or business.

Some of the jobs include sawmill operation, animal and crop production, veterinarian, horticulture, fire control, and conservation, agricultural mechanics and park management.

More than four million men and women in the United States work in the Construction industry. **Construction Careers** cover everything from building a small wooden bungalow to a huge dam or a wide bridge. Work can involve using a variety of materials such as wood and metal and involve masonry, electrical work, finishing, heavy equipment operation, engineering and support services.

Some of the jobs available are carpenter, engineer, cabinetmaker, plumber, electrician, mason, architect, and welder.

Careers in the area of **Hospitality and Recreation** encompass jobs which aid individuals in making plans for vacations, involves all transportation personnel who have direct contact with the tourist and embraces personnel who enable the tourist to be entertained.

Places of employment include senior citizen centers, travel agencies, museums, libraries, and ski areas.

The search for new and better means of communicating with others has been of constant concern to man. **Communications and Media** occupations are ideal for the individual with ideas to express. Newspapers, radio, television, magazines and movies are methods of communication in which jobs may be found.

Typical jobs include disc jockey, photographer, video tape technician, newspaper reporter, editor, telephone engineer and repair persons.

Business and Office Occupations include the many jobs which are needed to keep factories and stores running to provide the goods and services needed by society. This cluster of jobs requires people in accounting, computer science, secretarial science, management, personnel, finance and clerical positions.

The employees in this area include accountants, bookkeepers, systems analysts, computer programmers, secretaries, stenographers, and office managers.

PROJECT BRIDGES
Somersworth High School
Memorial Drive
Somersworth
New Hampshire 03878
Telephone 692-2431

Susan E. Klaiber
Director

Norman D. Yeaton
Administrator

Guidelines for Community Training Sites

GOAL: To provide a meaningful career exploration experience for the general student who is not college bound nor identified as a vocational program student with job entry skills.

1. However, we do not exclude either of the above identified students.
2. Establish forty (40) apprentice-type training sites in the public and private sectors of the community.
3. These are training sites for skilled jobs.
   a. They provide local employers with the opportunity to train a student in an apprentice situation without expense to the employer.
   b. At the end of the training period the student has competent skills so that if the occasion arises he/she may be hired for an opening in a job for which trained.

      There is no commitment to hire on the part of the employer.
   c. Student is enrolled in own individual vocational program.
   d. Student enrolls in usual subject areas in-school with released time to go to training site.
   e. Student receives 1 or 2 credits but no pay during training.
4. Teacher Training for Supervisors - a two-day session from 4 p.m. to 9 p.m., with dinner, was held focusing on working with young people, sensitivity to individual needs, and problems of the type of work.
   a. Either the supervisor or his company is paid for the two days of supervisor training.
   b. A $100 stipend is given to the supervisor for the period of their efforts.
5. Task analysis - A person was sent to visit the worksite in order to write a task outline of what the student will learn to be qualified as a trained worker in that particular field.
6. Special Equipment - Anything the student may need on the job is provided, including tools, safety items, consumable materials to practice on, etc.

Position	Site
Aerospace Ground Equipment Repair	N. H. Air National Guard, Pease AFB
Aircraft Maintenance Spec	N. H. Air National Guard, Pease AFB
Assistant Business Administrator	Visiting Nurses Association
Baker	Somersworth School Lunch
Bank Teller	Granite State Bank
Bank Teller	Somersworth National Bank
Broadcast Technician	WENH TV Studio, UNH
Cadet Instructor	Somersworth Fire Department
Computer Maintenance	Center for Computer Services, UNH
Computer Operator	Center for Computer Services, UNH
Cook Dietician	Flanagan Community Center
Corrosion Control Spec	N. H. Air National Guard, Pease AFB
Dental Assistant	Dr. James Pierson
Dental Technician (Acrylic)	Tri City Dental Lab
Dental Technician (Chrome)	Tri City Dental Lab
Film Making & Processing	C. I. E. Films
Fire Dispatcher	Somersworth Fire Department
Floor Layer	Carpet Gallery
Floral Design and Arrangement	Westwind Gardens
Glass Installer	Portland Glass
Home Health Care Aide	Visiting Nurses Association
Jet Engine Mechanic	N. H. Air National Guard, Pease AFB
Librarian	Somersworth Public Library
Metals Processing Spec (Welding)	N. H. Air National Guard, Pease AFB
News Reporter	Foster's Daily Democrat
Occupational Therapy Aide	Wentworth-Douglass Hospital
Offset Printer	Park Printers
Physical Therapist	Riverside Rest Home
Police Cadet	Somersworth Police Department
Real Estate Agent	Daigle Real Estate
Real Estate Agent	R-W Inc.
Silversmith	H. Underwood
Town & City Management	Somersworth City Hall
Travel Counselor	Dimambro Travel
Travel Counselor	R-W Travel
Upholsterer	Pride Upholstery
Veterinary Technician	Central Park Veterinary Hospital
Wastewater Treatment Plant Operator	Wastewater Treatment Plant
Water Treatment Plant Operator	Water Treatment Plant

PROJECT BRIDGES
Somersworth High School
Memorial Drive
Somersworth
New Hampshire 03878
Telephone 692-2431

Susan E. Klaiber
Director

Norman D. Yeaton
Administrator

September 13, 1976

Dear Training Supervisor:

Thank you very much for agreeing to work with us in training one of our students. Your cooperation is greatly appreciated.

If you have not already been contacted by the person writing a task outline about your job, you will be contacted in the next week or so.

Most of the students who will be placed in the community training sites have been identified and are very excited about it. They will be meeting in an orientation class here at school for a week before beginning the daily training sessions out in the community. The student selected for placement with you will begin "on-the-job" on September 27. If, for some reason, this date is not convenient for you, please let us know.

The dates for the workshops for all the trainers from the community have been set. These will be held September 21 and 22, Tuesday and Wednesday, and Wednesday, October 13 at the Ramada Inn in Dover. We will have meetings from 4:00 - 6:00 and 7:00 - 9:00 with dinner served from 6:0[illegible] - 7:00 each day.

The Workshops will be conducted by Dr. Jack Hruska of the University of Massachusetts. His focus will be on understanding the student placed with you and how that student may learn best. He has done alot of work with students and employers and I think you will find him a most enjoyable presentor.

As was mentioned in our initial contact, you will be paid for your time at the workshops. If you have any questions regarding your participation, please do not hesitate to contact me at any time. Our first meeting will be held in the Fireside Room at 4:00 on Tuesday, September 21.

Again, many thanks for your cooperation.

Sincerely,

Susan E. Klaiber

Susan E. Klaiber
Director

"SPANNING THE GAP BETWEEN EDUCATION AND EARNING A LIVING"

TASK OUTLINE FOR

Travel Counselor

Following is a task outline for a travel counselor employed by R-W, Inc. of Dover, New Hampshire.

R-W employs about forty people and concerns itself with insurance and real estate as well as travel.

Vernon Webb, a partner in the firm, makes policy decisions for the travel agency which employs three travel counselors. Ms. Batchelor, as senior travel counselor, oversees the daily activities of the department and serves as training site supervisor.

Major Responsibilities

% of time spent	
10	01. Solicits New Business
10	02. Keeps abreast of Current Travel Information
20	03. Conducts Client Interviews
50	04. Secures Reservations and Makes Travel Arrangements by Telephone or Correspondence
10	05. Other Duties

TASK OUTLINE

Occupation: Travel Counselor

01. Solicits New Business

1. Prepares radio and newspaper announcements
2. Writes messages for signboard
3. Arranges and hosts travel parties
4. Posts eyecatching travel posters & pamphlets to interest walk-in customers
5. Plans and accompanies group tours

02. Keeps Abreast of Current Travel Information

1. Attends airline, etc. sponsored inspection trips
2. Collects, reviews and files current travel brochures and weeds non-current ones
3. Reviews and files airline newsletters and rate sheets
4. Talks to salespersons
5. Other

03. Conducts Client Interviews

1. Tries to establish immediate rapport whether by telephone or in person
2. Informs client of available services

   Coordination of complete travel needs except for individual train or bus tickets
   Specialized services offered by experienced agent
   Same fares as airlines, bus companies, etc.
   Other

3. Interviews client to ascertain travel needs and limitations

   Previous travel experience
   Financial status and amount of money they wish to spend
   Number of people traveling
   Physical condition
   Other personal information

4. Interviews clients to ascertain travel/vacation desires

   Determines length of stay
   Determines type or purpose of vacation: relaxation, educational, etc.
   Determines desired location, climate, activities, etc.
   Inquires about interests and hobbies
   Other

5. Makes recommendations and otherwise assists clients in making decisions regarding travel/vacation plans

   Provides brochures with tour rates and other available information
   Recommends hotels/resorts suitable to client's needs
   Recommends financially appropriate air fare, ship rate, etc.
   Informs client of best time of year to travel to desired destination
   Offers client comparative and alternative travel plans
   Other

6. Answers clients travel queries regarding

   How much money to take
   What wardrobe and supplies to pack
   Currency exchange information
   Points of interest
   Time change, climate conditions
   Other

7. Assists client in obtaining travel documents

   Passports
   Visas
   Innoculations
   Sailing permits

8. Issues itinerary, tickets

   Explains airlines regulations
   Explains baggage allowances
   Explains deadlines, schedules, and other information

9. Finalizes sale for travel contract

   Accepts and gives receipt for deposit or payment in full
   Tickets credit card charge
   Confirms reservations

10. Provides travel gifts for preferred customers

    Travel bags, cases
    Champagne
    Fruit and flowers
    Travel wallets
    Other

11. Follows up client returning from travel

Extends welcome home by mail or telephone
Adds client to mailing list
Inquires as to travel problems or dissatisfactions (and records)

04. Secures Reservations and Makes Travel Arrangements by Telephone or Correspondence

1. Reserves airline seats for clients

2. Reserves accomodations aboard ship

Cabin
Dining room seating
Deck chairs
Other

3. Reserves space on tours

Domestic
International
Bus, train and/or air

4. Reserves room accommodations

Hotels
Motels
Resorts

5. Reserves ground transportation

Car rentals
Limousines
Transfers between airport and hotel, etc.

6. Reserves space on sightseeing trips

City tours
River cruises
Other

7. Secures multiple reservations and coordinates accommodations

Coordinates timing between arrivals, transfers, etc.
Types itinerary

8. Arranges carriage and/or accommodations for clients with special needs

Provisions for stretcher or wheel chair confined clients
Provisions for aged clients or unaccompanied children
Provisions for blind, deaf, or physically impaired clients
Provisions for the carriage of pets
Other

9. Prepares transportation tickets

   Planes
   Ship
   Individual or group

10. Prepares tour orders

   Transfer
   Hotel Space
   Sightseeing
   Car Rental
   Other

11. Prepares miscellaneous charge orders

   Pre-paid tickets
   Excess baggage
   Tours
   Car rentals
   Air or ground transportation
   Taxes
   Deposits
   Hotel accommodations
   Client's ten-day charge
   Other

12. Calculates fares and commissions

13. Calculates taxes and tarriffs

   Domestic fares
   International fares
   Port taxes

14. Types Itinerary

15. Makes changes when required

   Alters or cancels reservations
   Processes refunds

05. Other Duties

1. Opens and sorts incoming mail

2. Carries out day-to-day supervision of department

   Trains new employees
   Coordinates activities to see that all duties are performed

3. Performs other duties as required

Student's Name _____

Project Bridges
Training Site Skill Experience Chart
for Travel Counselor

Skill	Introduced	Has knowl. of task	Can perf. task	Can work Independ.
1. Solicits New Business displays enthusiasm toward people				
2. Keeps Abreast of Current Travel Information updates files				
updates rate sheets				
meets sales people				
3. Conducts Client Interviews secures travel documents				
issues itinerary				
explains innoculation procedures				
explains int'l-domestic travel regulations				
4. Secures Reservations & Travel Arrangements secures travel reservations				
secures accomodation reservations				
secures transfer reservations				
secures sightseeing trip reservations				
prepares tickets				
alters reservations				
calculates fares				
calculates commissions				
5. Other Duties performs clerical work				
does telephone work				
displays positive attitude				
respects customer				

Arrange Training for Site Supervisors

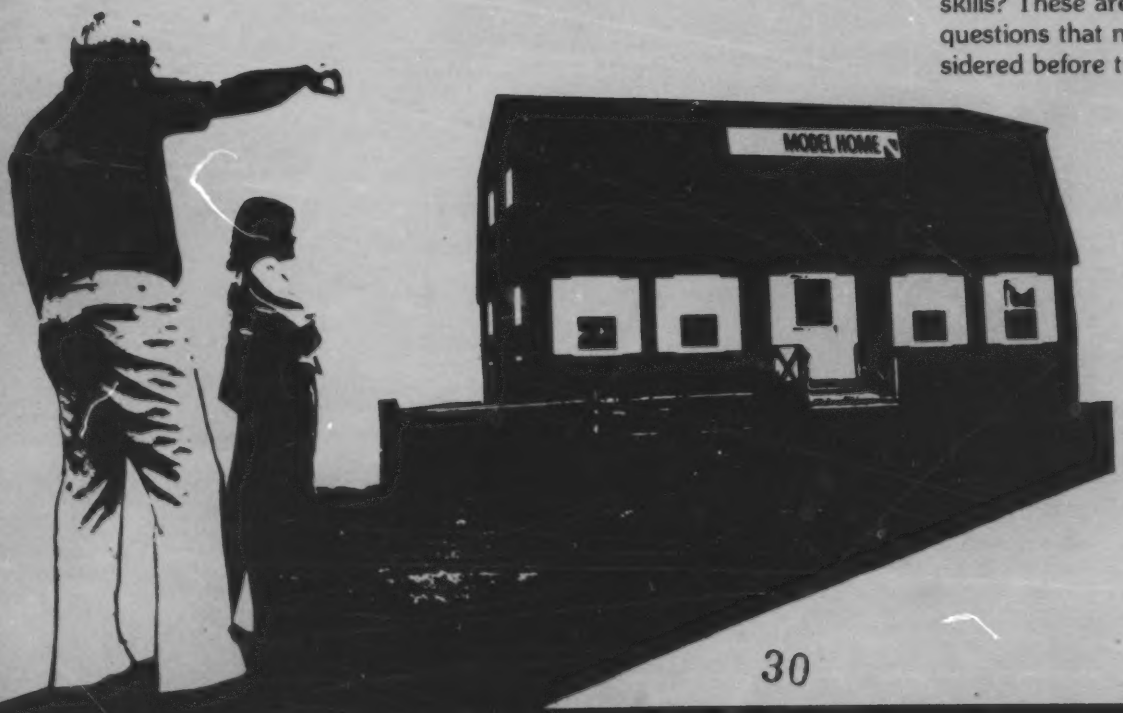
Coordinate Plans for Training Workshop: A workshop approach to orientation has many advantages. The opportunity to meet several times as a group in a relaxed atmosphere makes it possible for program participants to get to know one another, to exchange ideas, to develop a sense of team participation, to solve problems together and to develop a better understanding of their crucial role in the program.

In planning the workshop, you might find it helpful to follow this sequence:

a. Set time and place.
b. Establish tentative agenda.
c. Identify facilitators.
d. Invite participants.
e. Finalize agenda.
f. Confirm location.
g. Phone participants to remind them of the workshop and to confirm number attending.

Conduct Workshop: The workshop agenda will reflect the goals and objectives of your own program, but some of our experience might be valid for almost any program of this type. By anticipating concerns which new supervisors may have about the program, it should be possible to gear workshop activities toward potential problem areas. Before our first training workshop, we asked the site supervisors to list some of their concerns. Their responses showed several areas of common uncertainty—how to teach all the necessary skills in such a limited time, how to assess student interest and monitor student progress, how to emphasize good work attitudes without preaching. Since these concerns are probably typical of anyone participating in such a program for the first time, they can be used as a basis for planning workshop activities. Generally, the most important task is to help participants develop a positive image of themselves as teachers. Try to use activities which help people understand their own leadership style, give some insight into adolescent behavior and attitudes, and offer some useful teaching techniques.

Another priority for workshops involves the need to help training site supervisors begin planning for the arrival of the students. How will other employees react? What can be done to prepare them? Should the student start by observing or doing? What is the best sequence for teaching the various skills? These are the types of questions that need to be considered before the students arrive.



If it is feasible, you may want to invite the students to one of the workshop sessions, perhaps to dinner. Introducing trainer and student in an informal atmosphere can help smooth the way to a good working relationship.

Compile Workshop Information and Distribute to Site Supervisors: The types of information that might be useful to the site supervisors would include any lists of priorities, goals, concerns, etc., which resulted from group discussions. In addition, include any other workshop materials that might help site supervisors in their new tasks.

For example, the following list resulted from a workshop discussion about the different types of skills that make up vocational competence. Technical skills are only one part of vocational competence. Each trainer was asked how students could develop some of the other skills involved. The project staff compiled a list of trainers' suggestions. This list was sent to all the trainers so that they could benefit from each other's ideas during the course of the program.

Agenda for Trainer Workshop

Day 1 (9/21/76)

4:00 - 4:20	Introductions
4:20 - 4:30	Self-Assessment (Questions on 3 x 5 card)
4:30 - 5:00	Presentation/Overview - Jack Hruska University of Massachusetts "meaty" - problems in schools - why involve community
5:00 - 6:00	Comprehensive Skills Model (handout) - Technical Skills - Self-Assessment Skills - Conceptual Skills - Interpersonal Skills > Define Small Group Discussions: "What are the objectives of the experience?"
6:00 - 7:00	Dinner
7:00 - 8:00	Leadership Styles LASI (Leadership Adaptability and Style Inventory) (from Management of Organizational Behavior: Utilizing Human Resources by Kenneth Blanchard and Paul Hersey, Prentice Hall Inc. 1972) Theory of management; person has own management style; desirable to develop a more flexible management style; task oriented or relationship oriented
8:00 - 8:30	Correlation between objectives and management style
8:30	Questions/Answers/Comments

Agenda for Trainer Workshop

Day 2 (9/22/76)

4:00 - 4:30	Coffee
4:30 - 5:00	Objectives of Program
5:00 - 6:00	Perception Check (handout) What are our perceptions of adolescents? (shy, sensitive, cynical, etc.) Share answers in small groups Wrap-up "There are differences in perceptions of adolescents"
6:00 - 7:00	Dinner
7:00 - 8:00	Feedback Rating Scale (handout) How to give feedback to student role playing
8:00 - 8:30	Administrative Details (attendance, evaluations, etc.)
8:30	Questions/Answers/Comments

PROJECT BRIDGES

Training Supervisor Workshops

Methods of Developing Vocational Competence Skills

Interpersonal Skills

Have student answer phone
Take student to office of customers
Introduce student to other workers
Interaction of student with customers
Answer students' questions
Trainer can be a good listener
Trainer could take student out to a restaurant
To develop empathy student can be encouraged to understand co-worker's jobs
Emphasize to student that everyone has been in the position of "first day on-the-job" and that all will help the student
Cooperativeness of other people in the business all contributes to building interpersonal skills of new person
Go over typical mistakes with student to show that they are all a part of the business
Break in slowly by using phone first then go to personal meeting basis with clients

Self-Assessment Skills

Allow student to rotate tasks - try out a large variety of different tasks
Focus on likes and dislikes connected with work
Help student see your own strengths and weaknesses
Help student see your own flexibility and rigidity
Student needs to be told when he or she does a good job - not just when something is wrong
Give the student responsibility
Allow student to take risks
Require student to do some tasks he or she thinks they won't like; may find out that it's not so bad
Trust student with a "big" job (e.g. answer the "red phone" at Fire Dept., handle money in bank or at City Hall)

Conceptual Skills

Provide opportunities for student to plan with you and then on their own
Require them to be aware of and practice safety
Expect them to be efficient, to work at saving time

Conceptual Skills

Develop reasoning ability "How would you solve it?"
Learning to set priorities - explain what determines priorities in your business (time, accuracy , money, etc.)
Help student to learn where to locate necessary information instead of attempting to memorize everything
Help to understand overall system of the business
Explain the maintenance of the physical plant
Make student aware of budgetary and financial aspects as appropriate
Make student feel a part of the decision-making process

Recruit Students

Disseminate Program Information Throughout School: In advertising the program, make use of as many appropriate channels as possible—bulletin boards, PA announcements, school newspapers, student course selection booklet, teachers and guidance personnel, word-of-mouth via students, etc. The channels used and the content of the advertising will, of course, vary according to the specific student population your program is trying to reach.

Identify Potential Candidates for Program: In addition to keeping a list of students who respond to any of the advertising, ask teachers and guidance counselors for recommendations. They may know other students with appropriate interests or students who could benefit from the program; many students are reluctant to sign up for anything, even though they may be interested.

Screen Candidates to Make Final Selection of Students: If your school administers interest inventories, studying each candidate's results will provide important information about the student's interests and may help you identify which training sites would be most appropriate.

In a personal interview with each candidate, explain the details of the program, including a clear statement of what is expected of students in the program. Then try to find out what the student really thinks about the program; only those with a genuine interest should be encouraged to participate. If a student is interested, begin the process of matching student and site. Consider student interests, expressed or indicated in the interest inventory, as the most important factor. Interest alone, however, is not always sufficient. You must assess the student's aptitudes—physical, intellectual, mechanical, etc.,—and have some confidence that the tasks required in that particular job are within the student's capabilities. In addition, it is important to consider the personality of the training site supervisor in order to avoid any obvious mis-matches.

Finally, some of our training site supervisors requested an interview with the prospective trainee before assignments became final.

Orient Students to Program

Review Program Requriements with Students: The ideal format for student orientation is a special mini-course which all student participants would attend for two or three weeks. Scheduling difficulties may make such a course impossible. If so, try to meet with students in smaller groups when their schedules permit and bring the entire group together as often as possible, perhaps for short times during the school day or in after-school meetings. It is important for students to feel that they are part of a group program rather than isolated individuals who are increasingly cut off from interaction with their classmates.

The first step in orientation is to make sure that students understand all program requirements. Explain what the student's responsibilities will be during the orientation (e.g., what assignments they must complete, what forms must be filled out and signed, etc.). If completion of these tasks is required before assignment to a training site, state that requirement clearly.

Solve Logistics Problems with Each Student: Work out any remaining scheduling problems and make sure that all necessary steps for obtaining release time have been completed. Help the student to obtain any special clothing or equipment needed at the training site. Finally, make specific arrangements for the student's transportation and make certain that the student knows all the details.

Brief Each Student on Specifics of Training Site Environment: Spend a few minutes with each student explaining the task outline and the skill experience chart. Offer any other information that will help the student know what to expect when he or she arrives at the training site—how big the plant or office is, what the supervisor is like, etc.

Assign Orientation Activities: Most good textbooks on the world of work contain a variety of exercises and activities designed to prepare students for the job environment. Select some of these according to your assessment of the needs of the particular students involved. In Somersworth, we found that activities concerning employer/employee relations were especially valuable.

To prepare the student more specifically, we required each student to complete a research report on the history, future outlook and work responsibilities of the occupation.

PROJECT BRIDGES

Student Orientation to Community Training Sites
Requirements

The following information and activities are required of all students before being placed in community training sites.

1. Do the exercise which begins "How well do you follow directions?"

2. On a piece of paper write your name, your schedule for this semester, including the class, room number, and the teacher, your parents' or guardians' name, address, and phone number.

3. Complete the exercise entitled "The Way I Am".

4. Complete a research report including information on the hand-out entitled "Information you need to know about your training site." Report may be written, a slide tape presentation, pictures (photographs, or cut from magazines); an oral presentation , a scrapbook, a poster - use your imagination! The main portion of your report should focus on the history of the occupation, general work responsibilities, the total picture of the business or industry, or work in which you will be placed.

   Resources for information about various businesses and industries is available in the Career Information Center and the Library.

   The following you will find of special interest:

   The book entitled Working by Studs Terkel
   Many filmstrip cassette units
   16mm movies
   Other books and printed resources available in the Career Information Center

   See the librarian, a guidance counselor or another student who has already used the Career Information Center for more help in this area.

5. Complete Activities 10 and 11 Employer/Employee case studies: A three-page series of case studies in employer/employee relationships.

6. Sign and have parents or guardian sign "Community Training Site Agreeme[illegible]"

How well do you follow directions?

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below.

Follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right hand corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
5. Put a circle around the number 2 on your paper.
7. Count the number of pages in this packet and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two and number 15.
15. Place your paper in the folder.

From Succeeding in the World of Work by Grady Kimbrell and Ben S. Vineyard, McKnight Publishing Company, Bloomington, Illinois.

INFORMATION YOU NEED TO KNOW ABOUT YOUR TRAINING SITE

(You may need to wait until you have begun your training before you can answer some of these questions. Answer all you can before going to training site)

- Name, location of Training Site

- Supervisor's name

- Other employees - # "type"

- How long in business, company

- Total picture of the business, trainer, or industry

- Hours of work of most employees

- Hours you will be trained - minimum of ten hours per week (best time for your schedule - then check with trainer)

- Special equipment needed

- How should you dress, special uniform

- How will you get to Training Site

- How will you get back to school and home

- What tools or equipment does worker use

- What is the environment - inside, outside, noisy, warm, cold, sit down, stand up

Student's Name

Activity 10 Employer-Employee Case Studies

The purpose of this activity is to let you see some typical problems which arise in employer-employee relationships so that you may be better prepared to handle similar situations.

After considering each case, answer the questions which follow it.

Case Studies in Employer-Employee Relationships

Cooperation

A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is particularly heavy during this time, and the manager requested that all employees be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m.

Barbara had been taking her lunch hour at noon since beginning work in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Does Barbara have a right to continue taking a noon lunch hour? Why or

_____

Willingness to Follow Directions

Susan, 18, is a statistical typist for a local accounting firm. Her employer gives her directions on how he wants the charts typed each time he gives her a job. Sometimes Susan changes the format slightly, thinking her way is better, only to have the worked returned to be retyped. After spending two days retyping a piece of work, her employer warned her that if she failed to follow directions again, he would have to let her go.

Suppose that Susan's way is better than her employer's. Should she still do it his way? Why or why not?

_____

_____

_____

_____

Activity 11 Co-Worker Case Studies

The purpose of this activity is to let you see some typical problems which arise in co-worker relationships so that you may be better prepared to handle similar situations.

Loyalty

"I don't like working for Mr. Jones," said Joan to her friend, Lynn, one day at lunch. "I'd rather work for Mr. Baxter; at least he takes interesting cases."

A lady at the next table overheard Joan and Lynn's conversation and, since she was a friend of Mr. Jones' wife, could hardly wait to tell her what she had heard. Mrs. Jones promptly told her husband, and the office atmosphere suddenly became very strained.

What was the cause of the unpleasant office atmosphere? Why?

_____

Jealousy

Helen and Jean work as varitypists in the reproduction department of a large research and development firm. Karen, 18 and just out of high school, began as a clerk typist only two days ago. Karen is impressed with the beautiful copy that is produced by the varityper and watches the other girls operate the machine during some of her coffee breaks. Helen explains some of the basic principles of operating the varityper to Karen, but Jean does not. Yesterday, Jean told Helen, "I had to go to a special school to learn to use that machine. Why should we take our time to teach Karen? Besides, she might get so good that she would take over one of our jobs!"

From Succeeding in the World of Work by Grady Kimbrell and Ben S. Vineyard, McKnight Publishing Company, Bloomington, Illinois.

Orient Parents to Program

Inform Parents About Program and Obtain Parental Consent: Write to each student's parents explaining the purpose and activities of the program. Include information about where and with whom the student will be training. Some parents may have reservations about such a departure from typical school activities; encourage their questions and express your willingness to discuss the program with them. Formal parental consent probably will be a legal requirement for this type of program. If any students have difficulty obtaining approval, try to find out what the problem is.

Invite Parent Participation in Program: Parent interest and participation can increase the effectiveness of most school programs. In community site training programs there are several opportunities to involve the family. Training site supervisors can be encouraged to invite parents to the work site; several of our supervisors have done this with good results. You can organize an exhibit in which students and supervisors display information about their products or services; the more parents who come to such an exhibit, the more successful it will be. Finally, parents can be invited to attend a workshop session with dinner afterwards.

PROJECT BRIDGES
Somersworth High School
Memorial Drive
Somersworth
New Hampshire 03878
Telephone 692-2431

Susan E. Klaiber
Director

Norman D. Yeaton
Administrator

February 19, 1976

Dear (Parent's Name)

As you have probably heard from_____, Somersworth High School is beginning a new type of training program for some of its students. A portion of the student's learning will take place out in the community in an actual place of work. Approximately twenty students will be located in training sites in the Somersworth area beginning March 1st. _____has expressed an interest in being placed in one of these training sites to receive training as _____. We have made arrangements with _____for ____ to spend approximately ten hours there each week between now and the end of school in June for which ____ will receive one credit.

The instruction which _____ receives in this area will be given to___by the actual job holder. As ___ becomes more informed and learns about the work that is done at the training site,____ will be actually performing some of the duties and gaining some of the same skills that the job holder now has.

_____trainer will have attended several workshops to learn some basic teaching techniques to help_____instruct _____ in the work that he does.

It is with a great deal of pleasure and excitement that we are able to begin such a program. Providing training in a great variety of career areas will allow for continued benefits to the school, the student, and the community.

Any expenses involved with _____ training in the community will be covered by special federal monies that were granted for development of this new program. Costs and arrangements for transportation will be taken care of by the Project. Any special uniforms, equipment, or resources needed will also be covered by the Project.

If you have any questions concerning the training which _____ will be receiving, please do not hesitate to call at any time. I can be reached at the High School between 7:30 and 4 p.m. any day.

Sincerely,

Susan E. Klaiber, Director

PROJECT BRIDGES

Somersworth High School
Memorial Drive
Somersworth
New Hampshire 03878
Telephone 692-2431

Susan E. Klaiber
Director

Norman D. Yeaton
Administrator

COMMUNITY TRAINING SITE AGREEMENT

The major purpose of this program is to provide valuable job training for students who are interested in work experience education. This agreement is made to show responsibilities of the participants; the student (or trainee), the parent, the high school, and the trainer.

1. The student enters this program for the purpose of learning as much as it is possible for the trainer to provide in the nature of job information, skills, and attitudes.
2. The trainer is asked to inform regular employees of their important role in assisting the training of the trainee and that the high school solicits their cooperation.
3. The trainee will keep regular attendance both at school and at the training site. The trainee cannot attend the training site on any school day that he or she fails to attend classes. Exceptions are permissable only by mutual consent of the trainer and the school coordinator.
4. The trainer expects honesty, punctuality, cooperation, courtesy, and willingness to learn on the part of the trainee. The trainer reserves the right to discharge the trainee for just cause, however, the school supervisor requests consultation with the trainer prior to such action.
5. The trainer is urged to keep the trainee on the job for at least the minimum number of hours agreed upon. In general, trainees should average 10 hours per week.
6. Parents or guardians will accept responsibility for the conduct of their children while they are training in this program.
7. Regular supervision will be provided by the school district to insure that the student's training activities are meaningful and make a significant contribution to the trainee's career preparation.
8. The trainer agrees to complete evaluations of the student trainee. Evaluation forms will be delivered to the training site by the school coordinator.
9. Upon successful completion of the assigned term with regular attendance and punctuality, the student will receive a grade and school credit.

_____ Student's Signature

_____ School Coordinator's Signature

_____ Parent's Signature

_____ Trainer's Signature

Schedule Periodic Site Visits: Although it is important to keep work disruptions minimal, visits to the training site are crucial, especially during the first year of an employer's participation. When you visit, there is no need to make a formal inspection; but it is necessary to determine what sort of tasks the student is performing. Make sure he or she is learning skills, not just sweeping floors. Ask to see the student's skill experience chart and discuss the student's progress with the supervisor. Although it is important to check on the individual skills the student is learning, it is perhaps more important to assess student activities from the more general perspective of career exploration. Is the student experiencing a broad variety of job tasks? Is the student making progress with job socialization skills?

A second purpose of site visits is to obtain information about any problems the supervisor may be having with the student. Such problems may indicate the direction that in-school guidance activities should take.

Conduct On-Going Guidance Activities: Arrange for each student to meet with the school coordinator and/or guidance counselor on a regular basis, perhaps every two weeks or so. Meeting with students helps you keep track of what's happening in the program and gives students an opportunity to discuss problems and achievements. Maintaining this regular point of contact with the school keeps students aware of the connection between their training site experience and their total school program.

It is important to take advantage of any opportunities you may have to meet with the students as a group. The chance to share experiences among themselves is a valuable learning tool. In addition, seeing themselves as an active part of this special group can help students overcome possible feelings of isolation.

Conduct Mid-Term Evaluation: Develop evaluation instruments for supervisors and for students based on your program's specific objectives. The skill experience charts provide further important data.

When you have analyzed the results, use them to make any needed modifications in the overall program (e.g., more practice in job socialization skills for all students) and to work with any individuals who are experiencing special difficulties.

Publicize Program

Prepare Articles for School Publications; Arrange for Coverage in Industry Publications; Coordinate News Releases to Local Newspapers, Television, Radio: Although some publicity activities will already be underway, it is sensible to put off any large publicity campaign until the first year activities have been completed and evaluated. By that time, real program accomplishments, not just anticipated benefits, will be known.

In planning publicity, determine what its purpose is. Publicity can serve several needs—to give earned recognition to individual participants, to improve public relations, to recruit students and employers for next year's program, to interest other schools in adopting this type of program, etc.

School publications (e.g., student newspapers, class yearbook, project newsletters) are appropriate channels for giving recognition to student participants as well as increasing student interest in the program and recruiting next year's participants. Articles in industry publications provide training site supervisors with some well-earned recognition for their efforts. Public media coverage of program activities and achievements will inform the community about the program's achievements, generate interest among other educators and, perhaps most important, recruit more employers as program participants.

Seek Project Bridges Base Expansion

SOMERSWORTH — Project Bridges Director Susan E. Klaiber today expressed great pleasure at the "extensive cooperation between both public and private sectors of the community and the school" in adding to the success of the past school year's program.

Seeking new businesses to join the rolls for the fall program, Miss Klaiber stressed that the Bridge's staff is required by law to closely monitor activities sponsored through the use of federal funds.

The purpose of the grant to the Somersworth School District is to span the gap between education and earning a living by promoting career awareness, exploration, and preparation among students through in-school and off-campus activities.

Efforts are constantly made to find part-time employment for students in job areas relating to their high school studies. The Project Bridges thrust is to find community establishments willing to participate which offer students a wide variety of vocational training opportunities on a one-to-one basis in areas not offered in school.

Anyone interested in providing facilities or experience to students through the Project is encouraged to contact the Bridge's staff at Somersworth High School.

Reprinted from *Foster's Daily Democrat*, Dover, N.H. July 13, 1976.

Guard and Community Working Together

The shops and hangars of the 157th Air Refueling Gp. New Hampshire Air National Guard have become classrooms for high school students participating in a unique vocational training program.

Seven students of the Somersworth, N.H. high school's unique "Project Bridges" program were the first to begin daily on-the-job training, working with aircraft engine mechanics, aerospace ground equipment technicians, communications and other personnel in the NHANG's facilities at Pease AFB.

The school, located about 15 miles from Pease, has a Federal grant to experiment with local employers in developing vocational training opportunities which afford access to sophisticated technology and tools not normally available in public schools. "Project Bridges" director Ms. Susan E. Klaiber describes the program as designed to ". . . span the gap between teaching and earning a living."

Somersworth's vocational/guidance office helps identify students interested in any of the various phases of aircraft mechanics. Then the 157th recruiting office, acting as a liaison between the school and the unit, arranges for "classroom" instruction in the shops of the Guard outfit.

Under the supervision of Air Guard technicians, students spend two hours a day, five days a week, in an apprentice-type program. They earn school credit for their participation in the program. The knowledge and experience they receive are invaluable.

Maj. Roy E. Callihan, the 157th's aircraft maintenance officer, stressed another byproduct of the program: "Many of these students can fulfill some of our future recruiting needs for non prior service men and women. By exposure to this type training they understand what the job requires."

School officials have indicated they will expand the cooperative training program to include other ground-support phases of the Air Guard unit's operations. The 157th Air Refueling Gp. in turn, anticipates interesting some potential recruits for Air Guard careers while at the same time strengthening the educational program.

Reprinted from *The Air Reservist* Official magazine of the Air National Guard and Air Force Reserve. November 1976.

Spanning the Gap Between Education and Earning a Living

By Mary Pat Rowland

SOMERSWORTH — Ernie Veno, 21, is an assistant operator at the local wastewater treatment plant. Karen Marquis, 16, is learning to be a bank teller. Marty Guilmette, 17, is a fire department cadet trainee.

All three are part of a unique program at Somersworth High School—a program that trains employers to be teachers and presently is training 70 students to be employees.

"If I weren't in Project Bridges," says Ernie, a 1976 graduate, "I couldn't have gotten this position."

"You know if you're learning anything or not," Marty Guilmette remarks of his job experience. "It's easier to tell when you're training for a particular job than when you're in school." He will graduate this year.

Project Bridges is a federally-funded career education program designed to bring the school and the business community together. Students participating in the program exchange their labor for report card ratings rather than for a paycheck.

The project is "an attempt to give students an opportunity to learn job entry skills in a real-life situation," explains director Susan Klaiber. "The most important aspect of the program is that it gives the student a sense of responsibility. Students can acquire job-keeping skills such as proper dress, being on time and learning to get along with fellow workers."

Now entering its second year, Project Bridges has seen its job bank grow from 20 participating businesses to 39.

"I wouldn't have the same prospects for a good job after graduation without Project Bridges," says Marty Guilmette. Last year he worked as a fire station dispatcher. Now he conducts station tours for schoolchildren, and assists regular officers in conducting fire inspections.

Hoping for permanent employment later, the cadet trainee has his aim on the dispatcher's position. "This is the job that I'm going for after graduation," he says.

"Marty could really fit in here," responds fire chief Robert Heon. "He's a real good dispatcher."

"I honestly and truthfully believe in this project," the chief states. "It's a great opportunity. A kid could learn to carry an awful lot of responsibilty."

"I especially like the program because the educational situation is not contrived", says director Klaiber. "The situation is real. There are no real consequences in school for mistakes. Students aren't even that concerned about their grades.

"The reaction from parents has been good so far," she declares. "We have only had one student pulled out of the program at the parent's request because the student had been suffering an academic decline and the parent felt that the student was spending too much time on the program."

The student normally spends 10 hours per week at the training site. "Scheduling is not a big problem so far," says Klaiber.

Transportation is the problem that Klaiber and vocational education chief Norm Yeaton have been unable to eliminate when drawing up the trail program. It's difficult to get the students to the training site, especially the most distant such as Pease Air Base, they admit.

Outside the local area, Project Bridges places students at Pease and UNH. Air base positions are in the area of aerospace ground equipment repair, corrosion control and aircraft maintenance. Trainee positions at UNH include broadcast technician and computer operator.

Local positions include radio dispatcher, physical therapy aide, dental technician and printer's assistant.

Some of the jobs are designed to provide students with occupational skills while others are not.

"We have a number of training sites that are designed to give the student a preview of a particular profession before they further their education," she explains. Placement at a veterinarian's office and the mayor's office are her examples.

A follow-up report on the seniors who participated in the program last year has not been undertaken, but the director is optimistic of the results.

Klaiber stresses that the employer is under no obligation to hire the student-trainee, although she admits it would be "the ideal situation."

The Project Bridges will be funded through next year. Vocational department personnel will then compile a report on the program for distribution throughout the country.

Miss Klaiber does not see the end of her program—she hopes for its continuation through "a redirecting of funds."

Do students like the program? Trainee Karen Marquis sums it up—"I really think this program can give me the competitive edge later on."

Reprinted from Foster's Daily Democrat, Dover, N.H.

Evaluate and Modify Program

Obtain Input from Site Supervisors; Obtain Input from Students: There are many possible approaches to evaluating educational programs. In Somersworth, two types of evaluation have been used to assess the community site training program—evaluation workshops and a follow-up survey of student participants.

The workshop approach is valuable in several different ways. Supervisors and students can complete written evaluation questions in a relatively short time. The rest of the workshop can be devoted to a discussion of the various aspects of the program. Interaction among program participants can produce many useful suggestions for strengthening next year's program. In addition, a final dinner session at the workshop, to which students, parents and supervisors all are invited, provides a fitting finale to the program's activities by emphasizing positive achievements and successes.

In addition to the workshop, a follow-up survey of first-year trainees was conducted. Students were contacted a year after they participated in the program; evaluating the program from this perspective offered important information about the program's effect on career decisions of program graduates.

In the samples which follow, survey instruments for both types of evaluation are included. Some are designed to assess the individual performance of each student and each supervisor; others are designed to assess the program in general.

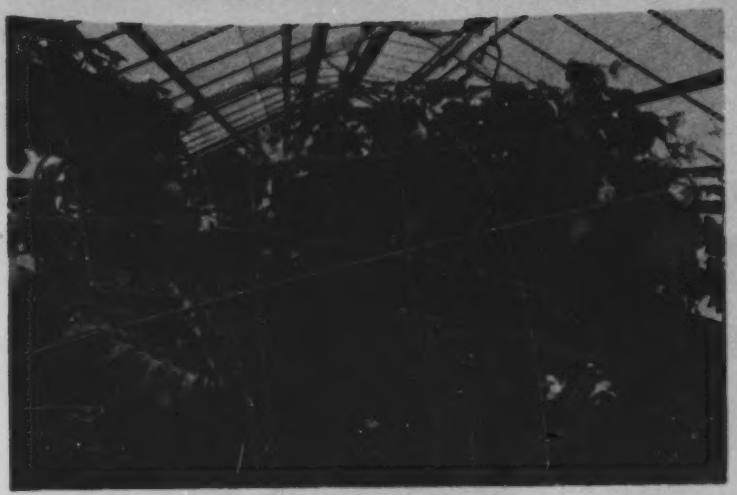
Assess Data and Report Results: Once the evaluation has been completed, the results should, of course, be reported to the appropriate school administrators. In addition, the evaluation report, or perhaps a short summary report, can be sent to the program participants, both supervisors and students, and to parents.

The samples which follow include, first, a formal report on the student follow-up survey. In addition, an informal summing-up from the evaluation workshop is included. The workshop information permitted the trainers to compare their perceptions of the

program with student perceptions. In addition, most trainers continued in the program the next semester and the recommendations made by trainers and by students helped trainers to improve program procedures.

Modify Program: The results of program evaluation should indicate areas where improvement is needed. In addition, suggestions made by students and training site supervisors can be incorporated into next year's program. After the first year of the Somersworth program, changes were made in many aspects of the program and more changes are planned for the program's third year. Almost any program will be modified in some ways from year to year; if these modifications are planned on the basis of thorough program evaluation, they should result in real improvement, not just random change.

Conduct Follow-up Guidance Activities: Once the site training has been completed and the evaluation results are available, you can plan appropriate follow-up counseling for student participants. Students can use their site experience as a valuable tool in career planning. By helping them identify what aspects of their experience they enjoyed and what aspects they disliked, counselors can help students explore other careers from a new perspective. Many students develop new interests or discover new talents during their site training; counselors can help them plan ways to develop these interests and aptitudes further.



Agenda

Follow-up Trainer - Trainee Workshop

February 8, 1977

4:00 - 4:15 - Coffee

4:15 - 4:45 - Small Groups

Trainers: "Do's and Don'ts for Training Workshop Planners"

Trainees: "Do's and Don'ts for Trainers"

4:45 - 5:15 - Small Groups

Trainers: "What did we teach?"

Trainees: "What did we learn?"

5:15 - 5:45 - Small Groups

Trainers: "Recommended Training Procedures"

Trainees: "Recommended Training Procedures"

6:00 - 7:00 - Dinner

7:00 - 8:00 - Exchange of lists between Trainers and Trainees (Small Groups mixed trainers/trainees)

8:00 - 9:00 - Large Group

General Discussion

PROJECT BRIDGES WORKSHOP

Trainer's Questionnaire

1. The length of training was _____ weeks.

2. This time was ____ too long ____ just right ____ not long enough

   Comments _____

   _____

   _____

3. Please indicate the best time of day for placement of a trainee at your place of business.

4. The number of times you were visited or called by Project Bridges staff was:

   _____ too few _____ just about right _____ too many

5. Please use the following space for suggestions for next year's program:

6. Please list any people or places that might be interested in becoming trainers next year.

Type of Business	Contact Person/Address
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Note: If you have not brought student attendance records with you, please forward them to the High School as soon as possible.

6/9/76

PROJECT BRIDGES

Somersworth High School
Memorial Drive
Somersworth
New Hampshire 03878
Telephone 692-2431

Susan E. Klaiber
Director

Norman D. Yeaton
Administrator

STUDENT RATING FORM

STUDENT _____ DATE _____

TRAINER _____

LOCATION _____

RETURN THIS COMPLETED FORM BY: _____

Please evaluate this student's training progress by checking the appropriate column. Your responses will assist with counseling, grading and improving the student's performance.

	Needs Improvement	Average	Above Average
Attendance and punctuality			
Reliability			
Ability to follow instructions			
Quality of work			
Quantity of work			
Judgment			
Cost conscious			
Interest in work			
Ability to work with others			
Ability to accept criticism			
Courtesy			
Cooperation with company rules			
Flexibility			
Appropriate dress			
Cleanliness			
Neatness			

Comments and specific suggestions for student improvement

_____

_____

_____

_____

Suggested Grade: Signed _____ Date _____

Student's Name _____

WORK HABITS

ATTENDANCE & PUNCTUALITY: Consider frequency of absences as well as lateness	Record is excellent ☐	Occasionally Absent/Late ☐	Frequently Absent/Late ☐	Undependable Abs./Late Without Notice ☐
ATTITUDE: Consider attitude toward company & associates, and willingness to work with and for others	Unusually fine ☐	Good Attitude ☐	Passable ☐	Poor Attitude ☐
JUDGMENT & INITIATIVE: Consider ability to make decisions and to utilize working time to best advantage	Justifies Utmost Confidence ☐	Applies Self Well ☐	Needs Frequent Checking ☐	Cannot be Relied Upon: Needs const. Supervision ☐
RELIABILITY: Consider the ability of the person to get the work out under pressure and to follow job through to completion	Can always be counted upon ☐	Generally can be counted on ☐	Unpre-dictable ☐	Seldom Reliable Under Pressure ☐
FLEXIBILITY & ADAPTABILITY: Consider the speed with which student learns and the amount of instruction required to teach new duties	Learns Fast ☐	Learns Reasonably Fast ☐	Slow to Learn ☐	Unable to Learn ☐
SAFETY CONSCIOUSNESS: Consider appearance,"housekeeping", conform to work standards	Decidedly Favorable ☐	Good ☐	Passable ☐	Generally Unsatisfactory ☐

COMMENTS: _____

_____

_____

_____

Signature _____

PROJECT BRIDGES
Somersworth High School
Memorial Drive
Somersworth
New Hampshire 03878
Telephone 692-2431

Susan E. Klaiber
Director

Norman D. Yeaton
Administrator

TRAINING STATION EVALUATION BY STUDENT

Trainee's Name _____

Training Station _____

Supervisor _____ Date _____

1. Is your training what you expected it to be? _____ Yes _____ No
   Explain _____

2. Present duties _____

3. Were you given ample instruction when you started the training? ___Yes ___No

4. Were the company's rules and regulations explained clearly? ___Yes ___ No

5. Are you under daily supervision? ___ Yes ___No

6. Are you given helpful instruction when needed? ___Yes ___ No

7. Describe working conditions where you work

8. Suggest improvements in working conditions for future trainees

9. Give general comments concerning your training station not included in the above items

10. Are you considering looking for employment in an area related to your training?
    _____ Yes _____ No

Recommended Procedures for Trainers

(as suggested by students at 2/8/77 workshop)

Trainer should be someone who:

- is patient
- is an equal
- gives clear instructions
- makes you feel important
- gives exact duties
- always has a definite work plan
- encourages you
- has different activities
- respects you as a person
- will listen to the student's ideas
- doesn't brush student off on someone else

Some additional "DO's for trainers:

- provide more flexibility and clarity of hours
- provide for personal meeting before starting at training site
- call student when student not needed
- clarify program to trainer as well as to trainee
- inform student as to whether there is a possibility of a job after training
- inform students of social activities and that they are invited

PROJECT BRIDGES

"What did we learn?" by students 2/8/77

1. Work is a fact of life
2. Being interested helped me
3. I could work with the public
4. I am not as shy as I thought I was
5. I can do things I didn't think I could
6. How to cook
7. How to get along with the public
8. Banking isn't for me
9. I like working in a small office
10. I like welding
11. How to wash floors
12. The public is very hard to please
13. People can be nice
14. I like working with other people
15. To be patient
16. How to operate equipment in a rush
17. How to run equipment safely
18. How to type without looking
19. That we don't like the same job all the time
20. I learned better English
21. That everyone has a good and a bad side
22. That a boss can be fair
23. That I cannot work under pressure
24. I like working inside
25. To associate better with other people
26. It made up my mind for future plans
27. I like working in greenhouses

"What did we teach?" by trainers 2/8/78

1. How to get along with others and be courteous
2. Respect for management
3. Communications skills
4. Employee - Employer relationships
5. Responsibility
6. Independence
7. Self-confidence
8. Trust
9. To follow instructions
10. Acceptance of constructive criticism
11. To think for themselves and make decisions
12. Cost conscious - not wasteful
13. Use of common sense - rules are now always written
14. Basic skills
15. Initiative
16. Self motivation
17. Broadened perceptions

Recommended Procedures for Trainers

(as suggested by trainers at 2/8/77 workshop)

1. Organize yourself re: what you want to teach student
2. Orient student re: dress, conduct, standards, and company policies. Also introduce student to fellow workers
3. Let student know that you are concerned what happens to them
4. Make self available to student 5-10 minutes each day
5. Orient permanent workers to student and help them to understand student and his or her problems; give workers a sketch of what was learned in trainer workshops
6. Allow and encourage student to take home any literature and books
7. Have student keep a list of things learned - maybe write a paragraph on each
8. Have student take notes
9. Do not become discouraged if students learn they don't like the job
10. Invite parents or spouse to come and visit
11. Give a midterm test to student so they can improve if necessary
12. Help students learn through their mistakes
13. Help students make decisions
14. Don't generalize from one student to all students
15. Start with small tasks and go to larger (tasks should be related to abilities of student)
16. Provide students with positive feedback
17. Be open minded
18. Apply concepts learned in workshops to the job situation
19. Inform student where to go to get answers
20. Specify duties of students
21. Give students things to accomplish
22. Demonstrate good worker traits

UNIVERSITY OF MAINE *at Portland - Gorham*

Department of Industrial Education & Technology

College Avenue
Gorham, Maine 04038

March 10, 1977

To: Project Bridges Trainees

From: Arthur O. Berry, Project Evaluator

Re: Information on your Community Training

Your involvement in Project Bridges during the spring of 1976 was designed to provide you with occupational training and to orient you to career opportunities.

I am attempting to determine the extent of your training, and if you were provided with insights into a future career.

Please complete the enclosed questionnaire and return to me in the self-addressed, stamped envelope. We need a 100% response, therefore, answer and return as soon as possible.

Your response will be greatly appreciated and will help us make the program better.

PROJECT BRIDGES
Community Training Survey

1. Name:

2. Address:

Street

City State Zip

3. Training Site:

4. Type of job or training:

5. Time and length of training:

a.m.-p.m. hours #days #weeks

The following questions require honest answers. It is only by your giving honest answers that we can be effective in making changes or additions in the program, which you feel would make the program better.

6. Why did you enroll in the community site training program offered by Project Bridges?

7. How did you learn about the community site training offered at Somersworth High School?

8. How were you oriented or prepared to enter the community training site?

9. Did the training you had provide you with "real" experiences in the job? Describe the kind.

10. Check the statement which most closely describes the degree to which your training prepared you to go to work:

I feel confident that I can perform the job.

I have most skills needed to perform the job.

I have enough skills to commence the job.

I don't have enough skill to perform the job.

11. Check the statements which most closely describe the degree to which you understand the careers related to your training:

I was made aware of other jobs.

I was made aware of advancement opportunities.

I spent all my time learning skills.

12. Check the statements which most closely describe the affect your community training had:

Improved my understanding of job requirements.

Realized the need for more education.

Helped me find a job.

Made me realize I didn't like this kind of work.

Showed practical application of things learned in school.

13. Are you working in a job that you were trained for?

yes no

14. Do you feel you have the necessary skills to start to work in the job for which you were trained?

yes no

15. Should training time be longer, shorter.

What do you recommend?

16. How do you rate your community site trainer as an instructor?

Excellent Fair

Good Poor

Now that you have answered my questions, I would like for you to be able to sound off about anything, either positive or negative, you wish to. If you feel changes should be made, what are they? If we are missing the boat about the way we do things, let us know. Remember, the only way we can insure the programs here will meet the needs you come with is to know how you feel. Now is your chance to help those who will be here in years to come.

A FOLLOW-UP SURVEY OF FIRST YEAR COMMUNITY SITE TRAINEES OF PROJECT BRIDGES SOMERSWORTH HIGH SCHOOL SOMERSWORTH, NEW HAMPSHIRE

Submitted by

Arthur O. Berry

Cedar Associates
22 Drummer Road
Keene, New Hampshire

April, 1977

CONTENTS

INTRODUCTION. 1

PURPOSE OF THE STUDY. 1

METHODOLOGY 1

ANALYSIS OF DATA AND FINDINGS 1

CONCLUSIONS AND RECOMMENDATIONS 4

INTRODUCTION

In order to effectively plan and redesign educational experiences which focus upon real life, it is imperative that educational programs are designed to meet the needs of the individual as well as those of society, i.e.: The work place. The follow-up study is utilized as a vehicle to provide input from graduates, or those who have completed the program, and provides a data base for program review and curriculum revision thus assuring a relevant educational experience.

PURPOSE OF THE STUDY

A follow-up study of those trainees completing community site training as a facet Project Bridges during the spring semester, 1976 was conducted. The purpose of the study was to assess the success of the program and determine recommendations for improvement.

METHODOLOGY

A questionnaire was prepared and mailed to twenty-one (21) of the twenty-six (26) students who completed community site training during the spring semester 1976. Five (5) students had dropped out of school and/or moved and were not included in the survey because of a lack of a current mailing address.

Data analysis was based on a 62% (N=13) return and is presented via frequency and percent responses.

ANALYSIS OF DATA AND FINDINGS

1. Three (23%) girls and ten (77%) boys responded to the questionnaire.
2. With the exception of one (1) trainee, all were involved in the p.m. The majority spent two to three (2-3) hours per day, five (5) days per week for an average of eight (8) weeks of training.
3. The following reasons were given for enrolling in community site training.
   a) Interest in career possibility (1)
   b) I could learn more from practical experience than classroom (4)

c) Wanted to work on Air Base, near Father (1)

d) Interest in activities not offered in school (7).

4. Students learned about community site training by:

7 - Guidance Counselor

2 - another teacher

3 - another student

1 - a community person.

5. Students were prepared to enter their community training site through orientation and work sessions conducted by the Guidance Department followed by a tour of the work site with the community site trainer. Most students felt the work sessions were valuable. One (1) indicated it was a waste, while others felt it should be condensed.

6. All respondents were enthusiastic and were highly supportive of the "Real Life Experiences." Each indicated support for practical experience and all related their training to the task analysis of their job.

7. Respondents indicated the degree to which their training prepared them to go to work.

3 - I feel confident that I can perform the job.

7 - I have most skills needed to perform the job.

2 - I have enough skills to commence the job.

1 - I don't have enough skill to perform the job.

8. Respondents described the degree to which they understood the careers related to training.

7 - I was made aware of other jobs.

6 - I was made aware of advancement opportunities

2 - I spent all my time learning skills.

9. Respondents described the affect their community training had.

   8 - Improved my understanding of job requirements.

   5 - Realized the need for more education.

   4 - Helped me find a job.

   1 - Made me realize I didn't like this kind of work.

   7 - Showed practical application of things learned in school.

10. Two (15%) of the thirteen (85%) respondents are currently working in the job for which they were trained. Three (23%) are currently in school and the remainder in other occupational roles.

11. Ten (77%) respondents indicated that they possessed the necessary skills to start to work, while three (23%) indicated the need for additional training.

12. Eight (62%) respondents indicated training time was adequate, three (23%) indicated it should be longer while two (15%) recommended a shorter time. It would appear that the degree of difficulty of the job was a major factor in student response.

13. Eight (62%) of the respondents rated their community site trainer as excellent while two indicated they were good; none were rated as fair or poor.

14. Ten of the thirteen respondents accepted the opportunity to sound off about the program. Their responses were:

-I think that job training is good for everyone. Even if you don't go into that field of work, it gives you more knowledge of different types of work.

-OK.

-I thought the program was very beneficial for me, as I found out how difficult electronics is and didn't make the mistake of taking it up in college. Project Bridges is also an excellent way to provide significant learning opportunities in areas that are not traditionally covered by high schools. I have to say after attending college that any formal learning experience is worth a lot of money. The opportunity is really fantastic (true of high school, too). I just wish I had known then how valuable knowledge is. Now I really pay for it.

-I think that Project Bridges is excellent! It's great for students to be placed at different jobs to be trained.

-The only problem that I encountered is that some of the jobs that were said to be available were not. I also think that a wider variety of vocational-technical jobs should be made available.

-I am grateful to have been given the opportunity to participate in this program. I feel it is a valuable service to a student, and I would like to see the program continued to benefit others like me.

-I liked the training because now I'm in the U. S. Navy as a subworker, and I think what I learned will help me later during my job.

-I am presently completing my senior year and am involved in Project Bridges in another area and so can realize the advantages of being given the opportunity to work in different fields, prior to leaving school. I feel it would be helpful if the program could be expanded to cover more career opportunities giving more students a chance to participate. I hope the program can be continued in the coming years.

-I am no longer living in New Hampshire. I looked into programs like Project Bridges at the school here, but they didn't have any type of program like this. I think all eligible people should be made aware of the program. Unfortunately, the year was half over before I knew about it. I really appreciated the program, and I would like to see more schools accept it.

-I thought it was really good, and I hope it keeps going.

CONCLUSIONS AND RECOMMENDATIONS

1. Students have enthusiasm for the Project and training received.
2. Adequate procedures are being utilized for student orientation , selection and preparation for training.
3. All students were highly supportive of the real life experience.
4. Training provided most skills necessary to perform the job.
5. Training provided an awareness of other jobs and career ladders.
6. Students felt they possessed the skills necessary to start to work.
7. The majority of students are not working at the jobs for which they were trained, indicating that the community based program is serving a career education orientation function, not occupational preparation.
8. Community site trainers were adequately trained.
9. Many students indicated the desire for a longer training period.
10. Respondents were highly supportive of their community site training experience.
11. Adequate numbers of respondents were not available and training was started late in the academic year, thus caution should be exercised in interpretation of the results of this study.
12. This study should be replicated covering the 1976-77 academic year. Questionnaires should be administered to students prior to their leaving school for summer vacation.

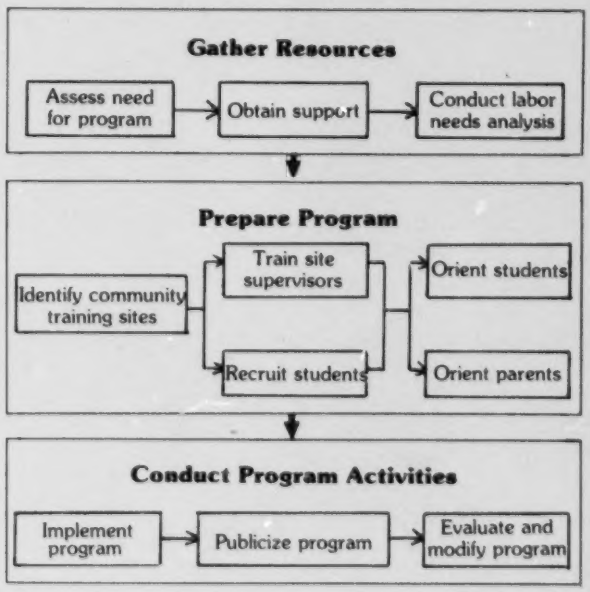
Timing Sequence

In the previous sections, the steps required to establish a community training site program have been discussed. While a knowledge of the necessary steps or tasks is important, the timing or scheduling of the various steps is equally vital for success. Anyone who has attempted to plan a new program knows the necessity, and the difficulty, of coordinating tasks so that adequate attention can be given to each one. Unless the sequence of steps is planned carefully, the starting date for step C may arrive before prerequisite steps A and B have been completed. Running a program by moving from crisis to crisis may not produce the best results.

Since community training site programs can be designed to meet a variety of needs and since no two schools are exactly alike, no one schedule will be applicable for all cases. The school year calendar, the scope of the program, current deadlines for submitting proposals for funds—these and other variables will control the timing sequence for specific programs.

In the most general terms, any community training site program consists of three broad phases—gathering resources, preparing the program and conducting program activities. The relative timing of the main components in each phase will usually follow the pattern shown in the chart below.

In more specific terms, variations will occur in each program. However, it may be helpful to see how all the steps can be charted for one particular program. The charts which follow show breakdowns of each of the three broad phases on a three-year monthly calendar. The dates shown here are taken from the Project Bridges calendar. Note that the community training site program began operation in March, at the beginning of the second semester. The exact dates shown are less important than the relative timing of the tasks. The charts show which tasks are prerequisites to others and give some idea of the length of time required to complete each task. In addition, steps which can or should take place concurrently can be seen easily in this format.



Gather Resources

	Year One								Year Two			
	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug	Sep.	Oct.
Assess Need for Program												
1. Examine current programs which place students in the community												
2. Work with guidance personnel to determine which students could benefit												
3. Survey students to assess interest in program												
4. Obtain legal guidelines on student employment												
5. Develop program goals and objectives												
6. Determine budget												
Obtain Support for Program												
1. Solicit support of principal, vocational director, superintendent, etc.												
2. Discuss program with personnel responsible for similar programs												
3. Discuss program with guidance and administrative personnel												
4. Prepare presentation for school committee to obtain approval												
5. Complete necessary administrative changes												
Conduct Labor Needs Analysis												
1. Gather information on economic development, growth patterns, etc.												
2. Extract data relevant to local area												
3. Write report												

Prepare Program

	Year Two											
	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Identify Community Training Sites												
1. Prepare descriptive brochure on program												
2. Establish training site guidelines												
3. Meet with local business groups to explain program, solicit support												
4. Contact potential participants												
5. Meet with potential participants												
6. Obtain commitment												
7. Send letter of confirmation												
8. Develop task outlines												
9. Develop training descriptions												
Arrange Training for Site Supervisors												
1. Coordinate plans for training workshop												
2. Conduct workshop												
3. Compile workshop information and distribute to site supervisors												
Recruit Students												
1. Disseminate program information throughout school												
2. Identify potential candidates for program												
3. Screen candidates to make final selection of students												
Orient Students to Program												
1. Review program requirements with students												
2. Solve logistics problems with each student												
3. Brief each student on specifics of training site environment												
4. Assign orientation activities												
Orient Parents to Program												
1. Inform parents about program and obtain parental consent												
2. Invite parent participation in program												

Conduct Program Activities

	Year Two						Year Three					
	Jan	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.
Implement Program												
1. Schedule periodic site visits												
2. Conuct on-going guidance activities												
3. Conduct mid-term evaluation												
Publicize Program												
1. Prepare articles for school publications												
2. Arrange for coverage in industry publications												
3. Coordinate news releases to local newspapers, TV, radio												
Evaluate and Modify Program												
1. Obtain input from site supervisors												
2. Obtain input from students												
3. Assess data and report results												
4. Modify program												
5. Conduct follow-up guidance activities												